



FY 2019 Guidance Document for Voluntary Pre-Kindergarten and School Readiness Plus Program Design and Site Location Worksheet

The FY 2019 Voluntary Pre-Kindergarten and School Readiness Plus Program Design and Site Location worksheet is intended to be used by school districts and charter schools to renew, expand or apply for a state funded voluntary pre-Kindergarten or school readiness plus program. These are referred to as the 'program' in this document. The data items are required for approval and planning.

MDE is reliant upon applicants to provide as accurate data as possible. The number of students that can be approved in each group and statewide is capped. Therefore, when programs over-estimate the number of students that will be served, programs elsewhere go unfunded. Therefore, if you find that you have unfilled seats, please notify MDE as soon as possible so that those seats can be re-allocated, either for the current school year or permanently, to other eligible sites.

Each school and program applicant must complete a separate worksheet. Programs that are currently funded and wish to expand need to complete two worksheets: one to renew at the current level of participation and one to indicate the additional seats requested. Both applications must be uploaded via your district's voluntary pre-Kindergarten online application.

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Welcome Screen

When the worksheet is first opened, a welcome menu is displayed for the user to enter the district number and district type. There are two drop down menus to select the program type and the application type. Independent school districts other than Minneapolis and South St. Paul are type 1. Minneapolis and South St. Paul are type 3. Charter schools are type 7.

Figure 1 Welcome Screen

School Input

Welcome to the FY 2019 Voluntary Pre-Kindergarten and School Readiness Plus Application!
Please enter your initial application data below. By entering the data it will pre-populate part of your site application.

School District Number
(Enter school district number here.)

School Type
(If Minneapolis or South St. Paul use 3. If charter use 7. All others use 1)

Program Type

Application Type

Start Application **Clear**

Enter your district number and type. For Program Type, select either voluntary pre-Kindergarten or school readiness plus whether this is a renewal, expansion or new application. For Application Type, select renewal, expansion or new program. Then click on Start Application. Once you’ve selected Start Application you cannot change these data items. To clear the data and start over, click on the Clear button.

On the worksheet lines 1, 2, 3, 4 and 6 are populated with the information entered in the welcome screen. Do not change this data. If this data is incorrect, re-open a new worksheet and start over.

Site Number. In line 5 select the site number of the elementary school in the district at which the program will be located or whose attendance area will be served. For a renewal or an expansion be sure to select the number assigned to the site approved for FY 2018. When the site number is selected the elementary school name will be displayed in line 7. If you are not sure of the site number but know the site name, select one of the site numbers and the school name will be displayed in line 7. Repeat this process until you have the correct site. Or, you can go to MDE-Org to look up the site numbers for your district or charter school. For a renewal, the number of approved participants for FY 2018 is displayed in line 23.

For a new program that will be located at a separate site that is currently not classified as an elementary school and will serve students from across the district, leave lines 5 and 7 blank. A program in a site classified as an early childhood family education or pre-kindergarten site (school classifications 84 or 85) is not considered an elementary school. If approved for funding, a new school number will need to be assigned and classified as an elementary school for state reporting.

Save Submission button. Any time after the identification information has been enter, the user can click on the Save to Complete Later button at the bottom of the page. Once all of the data have been entered and the worksheet is completed, click on the Save Submission button. The Save Submission button will assign the file a standard file name – do not change this name. The file must be uploaded to MDE with this standard name. However, you can save the worksheet any place on your computer.

Figure 2 Save to Complete Later and Save Submission Buttons



Program Renewals

To renew the program for the same number of students, complete lines 8 through 17, 26 and 29 through 35. Refer below for definitions of each of these data items. If errors are indicated in any of lines 46 through 49, correct the errors on the appropriate line(s). Once line 49 displays OK, the file can be submitted.

Program Expansions

To request additional students at a site that was approved for the 2017-18 school year, first complete a program renewal application. Request the same number of students that was approved for 2017-18. Then open a new application and select expansion on the welcome screen. Complete the expansion worksheet for just the additional number of students. For example, if the program was approved for 15 students in the 2017-18 school year and the program wants to serve 20 students in the 2018-19 school year, the renewal worksheet should be for 15 students. The expansion worksheet would include the five additional students only. The calendars should be the same on both worksheets, e.g., lines 15 through 17.

New Programs

New programs need to complete the entire worksheet. Definitions for each line can be found below.

Line 8: District Receives Achievement & Integration. Enter Y (yes) or N (no).

Line 9: Is this a Title I School, for existing schools only: Y/N. Indicate if this school receives Title I funding.

Line 10: Mixed Delivery Site. If this is a mixed delivery site, select from one of the dropdowns and select from the program types in line 11. If this is not a mixed delivery site, leave line 10 blank.

Line 11: If Mixed Delivery, Select Program Type from List. If this is a mixed delivery site, line 10 should be Yes. Use the drop-down arrow on line 11 to select from Head Start, child care center, family child care or community-based organization. If this is not mixed delivery, leave this line blank.

Description of Lines of Worksheet

Program Contact Information

Lines 12-14: Name, Phone Number and Email. Provide the contact information for the person that MDE may contact with questions on the Program Design and Site Location Worksheet and/or the Multiple Calendars worksheet.

Currently funded programs should update these lines if the contact person has changed.

Program Calendar Information

Line 15: Will there be more than one program calendar? If there will be more than one classroom of students in this program and either their number of instructional days or length of instructional day will be different, select Yes. The number of annual instructional hours determines the ADM and pupil units generated by the students.

A separate Multiple Calendars worksheet needs to be completed for each program that offers a different calendar. Refer to the tab called Multiple Calendars. When completing the Multiple Calendars worksheet, be sure that the total number of students on line 29 of the Multiple Calendars worksheet equals the enrollment on line 25 of the Design and Site Location worksheet. If not, corrections need to be made on line 24 of the Design and Site Location worksheet and/or in the number of students reported on the Multiple Calendars worksheet in one or more calendar sections.

Programs requesting renewal can update this line item if the calendar will change for FY 2019.

Line 16: Number of Scheduled Instructional Days. Provide the number of days that the program is scheduled to meet for FY 2019. Include dates that are scheduled to be shorter than the regular length of day. For example, a day scheduled to be shortened for students for parent-teacher conferences is still considered an instructional day if all students in the program are expected to attend and participate in the program at the same time with their teacher. These days will be reported on the MARSS A School file as Instructional Days for the program.

If the day is used only for parent-teacher conferences and students are required to attend with their parents, albeit at different times, the day is not considered an instructional day. This is the same definition that is used to report calendar information for older grade levels.

If the program will offer more than one calendar and the number of instructional days will differ between/among the calendars, enter the greater number of instructional days.

Programs requesting renewal can update this line item if the calendar will change for FY 2019.

Line 17: Average Length of Instructional Day. Report the length of the program in terms of minutes. Meal time is generally excluded from the length of day. However, if the program's classroom teacher is present and providing instruction during the meal time, this time can be included as part of the length of day. Appropriate learning goals for the meal should be included in a lesson plan and class size and teacher ratios must be maintained during the meal.

A program that runs for more than four hours in a given day may include up to a 30-minute rest time as part of the instructional day.

If the length of day varies during the school year, for example, one day each quarter students are released after a half day of instruction for teacher in-service, the average length of day needs to be calculated. The Flexible Scheduling Report, posted to the MARSS Reporting Instructions webpage, can be used to calculate the average length of day. This figure will be reported on the MARSS A School file as Length of Day for the program.

If the program will offer more than one calendar and the length of school day will differ between/among the calendars, enter the greater minutes per day.

Programs requesting renewal can update this line item if the calendar will change for FY 2019.

Line 18: Annual Instructional Hours. This figure is computed based on the number of Instructional Days and the Length of Day. (Number of Instructional Days X Length of Day in Terms of Minutes / 60 minutes per hour.) The combination of Instructional Days and Length of Day must provide at least 350 annual instructional hours to meet the requirements of statute.

Line 19: Maximum ADM Per Student. This figure is computed based on the Annual Instructional Hours. Average Daily Membership (ADM) equals the lesser of a student's membership hours divided by 850 hours or 0.60. A student enrolled all year will generate the full annual instructional hours as membership hours. A student enrolled less than the full school year will generate fewer membership hours and less ADM.

Program Pupil Units and Enrollment Cap for District

Line 20: District Kgn Pupil Units, from November forecast. This line will be pre-populated by MDE with the November 2017 forecast numbers – do not change these figures. It excludes kindergarten students with an IEP. This is used to determine the maximum number of program students who can be funded under this statute. The pupil units generated by the program cannot exceed 60 percent of the adjusted kindergarten pupil units for the same school year. The district or charter provided the basis for these estimates to MDE via EDRS last fall.

Line 21: Estimated Program Pupil Units. This item is calculated based on the Maximum ADM Per Program Student in line 19 and the Calculated Enrollment in line 25. It cannot be calculated until line 24 is entered. For planning purposes, it is assumed that all of the students will be enrolled for the full school year.

Line 22: Maximum Eligible Enrollment. This item is calculated based on the district/charter school's estimated Kindergarten Pupil Units in line 20 and the program's Maximum ADM per Student on line 19.

Line 23: FY18 Approved Enrollment. This item is calculated only for programs that are participating in FY 2018 and requesting a renewal for FY 2019. This is the number of students for which the program is approved for FY 2018.

Estimated Eligible Enrollment Information

Line 24: Total Eligible Program Enrollment, exclude ECSE Students. Estimate the number of students who will be served in the program. This is used to estimate the number of pupil units that the program will generate. Exclude early childhood special education (ECSE) students who may be served in the program. These students count in the maximum class sizes per teacher but will generate ADM and pupil units as ECSE students rather than program students. Their participation will not be included in the program's funding cap. For example, if the program has space for 20 students and four of these students will have IEPs/IFSPs, then estimate 16 program enrollment on line 24. The four ECSE participants will be part of the 20 children in the classroom but are excluded from the approved number of participants in the program.

Programs requesting renewal can update this line item if the number of students will be fewer for FY 2019. Any increase in students will require an expansion application for the additional students. There is no guarantee that there will be funding available for an increased number of students.

Line 25: Calculated Enrollment. This is the lesser of line 22, the maximum number of students can that be served in proportion to the kindergarten enrollment, and line 24, the desired number of students to be served in the program.

Line 26: Number of Eligible Nonresidents. Of the total number of eligible students in line 25, estimate the number of program students who will enroll as nonresidents. All of a charter school's students are nonresidents. Independent districts should estimate the number of program students who will open enroll to the program; an open enrollment application must be on file for these students. This is used to estimate resident versus adjusted pupil units.

Line 27: Total Number Eligible for Free Meal. Of the total number of eligible students in line 25, estimate the number of students who will be eligible for the free meal program. These students will need to be included on a Direct Certification report or the family will need to provide an eligible Household Income Statement for the students to be reported as free meal eligible. This information will be used to estimate compensatory revenue until the actual numbers are reported via the Fall MARSS files.

Programs requesting a renewal do not need to enter data on line 27. Compensatory revenue for FY 2019 will be based on the number of eligible students enrolled on October 1, 2017.

Line 28: Total Number Eligible for Reduced Price Meal. Of the total number of eligible students in line 25, estimate the number of students who will be eligible for the reduced price meal program. These students will need to be included on an eligible Household Income Statement for the students to be reported as reduced price meal eligible. This information will be used to estimate compensatory revenue until the actual numbers are reported via the Fall MARSS files.

Programs requesting a renewal do not need to enter data on line 28. Compensatory revenue for FY 2019 will be based on the number of students enrolled on October 1, 2017.

Line 29: Number of Eligible English Learners (EL). Of the students in line 25, estimate the number of program students (a) whose home primary language is other than English or American Sign Language, (b) who will be evaluated per the district/charter school's Written Plan of Service as eligible for EL instruction, and (c) will be served in an EL program. This information will be used to estimate EL Aid until the actual data are reported via MARSS.

Programs requesting renewal can update data on line 29.

Only school readiness plus applications need to complete lines 30 through 32.

Line 30: Foster Students.

Line 31: Homeless.

Line 32: Health and Developmental Screening Risk Factors.

Line 33: Number of Breakfast Participants. Of the total number of eligible students in line 25, estimate the number of students who will participate in the breakfast program. This information will be used to estimate meal reimbursements until the actual data are reported.

Renewal programs can update data on line 33.

Line 34: Number of Lunch Participants. Of the total number of eligible students in line 25, estimate the number of students who will participate in the lunch program. This information will be used to estimate meal reimbursements until the actual data are reported.

Programs requesting renewal can update data on line 34.

Line 35: Number Minority. Of the total number of eligible students in line 25, estimate the number of students who are non-White. This information will be used to estimate the impact on Achievement and Integration Revenue.

Programs requesting renewal can update data on line 35.

Estimated Facility Remodeling Costs-Districts Only

Project Narrative. A school district may include the cost approved by the commissioner to remodel existing instructional space to accommodate program instruction. The approved cost generates additional Long-Term Facilities Maintenance Revenue. Submit a project narrative describing the square footage and use of the existing instructional space, changes to be made to the facility, and the final square footage and features of the program instructional space, for example, bathroom space, play area, and small group instruction space.

Line 36: Anticipated Remodeling Costs. Submit a detailed cost estimate from an architect/engineer. Enter the amount of the cost estimate for FY 2019.

Currently funded programs can revise their FY 2018 estimated remodeling costs and/or update this line with costs for new projects for FY 2019. If no remodeling costs are anticipated for FY 2019, enter zero (0).

Line 37: Square Footage to be Remodeled for Pre-K. Enter the square footage of the instructional space to be remodeled to accommodate pre-K instruction.

Currently funded programs can update this line for FY 2019 with actual square footage and/or enter square footage for additional remodeling projects for FY 2019. If no remodeling is anticipated for FY 2019, enter zero (0).

Line 38: Pay As You Go or Bond Financed? Indicate whether Long-Term Facilities Maintenance Revenue financing will be on a pay as you go basis or if bonds will be issued.

Line 39: Long-Term Facility Maintenance Additional Annual Costs for Pre-K. Indicate the annual Long-Term Facilities Maintenance (LTFM) revenue for the anticipated remodeling costs shown on line 36. The full amount may be shown on FY 2019 if financed on a pay as you go basis.

Estimated Facility Lease Costs-Districts Only

Line 40: Additional Square Footage for Pre-K in Lease. Enter the square footage of the instructional space to be added with lease levy authority to accommodate program instruction.

Currently funded programs should report zero (0) if no additional lease space will be added to lease levy.

Line 41: Is the District Acquiring Ownership through this Lease? Indicate whether the district will be acquiring ownership through this lease agreement.

Line 42: Estimated Additional Annual Lease Levy Costs for Pre-K. Enter the additional annual lease amounts for the program.

Currently funded programs can update FY 2018 with a better estimate for FY 2018 and/or enter new lease levy costs for FY 2019. Enter zero (0) if no lease levy is anticipated.

Estimated Facility Lease Costs--Charter Schools Only

Charter schools eligible for lease aid. Charter schools are only eligible if they currently have an approved Early Learning Supplemental Affidavit (Pre-K program) through MDE. Charter schools that are eligible for the pre-K funding would follow the charter school lease aid application process, which may include submitting an amendment to the lease aid application.

Line 43: Is Pre-K Space Already Included in Current Lease? If the charter school has an existing pre-K program, is that space included in the current lease? Does the charter school anticipate amending the current lease, if so describe in detail the lease changes in a separate document.

Line 44: Additional Square Footage for Pre-K in Lease. If the charter school has an existing pre-K program, will the charter school need additional square footage? If so, please provide a detailed description of the additional

square footage needed. Will the additional square footage require an amendment to the lease agreement? If so, describe in detail the reason for the amendment in a separate document.

Line 45: Estimated Additional Annual Lease Costs for Pre-K. Charter schools that have an approved pre-K program and anticipate incurring additional lease costs need to provide a detailed description of the additional lease costs associated with the pre-K program. Note: Additional lease costs will need to be in compliance with Minnesota Statutes, section 124E.22 Building Lease Aid.

Multiple Calendars

The Multiple Calendars worksheet needs to be completed and uploaded by any renewal, expansion or new program that will be offering more than one calendar for participants as separate classes. Therefore, any program application that indicates 'Yes' on line 13 of the Site Design and Location worksheet needs to complete the Multiple Calendars worksheet. The application is considered incomplete without this data. This worksheet does not need to be completed if all students for whom the program is requesting funding will be served under one calendar.

If the program will offer two calendar options to families, complete Calendar #1 and Calendar #2 sections. Calendar #3 and Calendar #4 need to be completed only if the program will offer three or four calendar options.

Lines 1, 7, 13 and 19. Eligible Enrollment, exclude ECSE Students. Enter the number of eligible students expected to be served in each calendar. The sum of the number of students entered on lines 1, 7, 13 and 19 must equal the number of students estimated to be served in the program as reported on line 22 of the FY 2019 Design and Site Location worksheet. An error message will be displayed on line 30 until the two worksheets' data are in sync.

Lines 2, 8, 14 and 20. Number of Scheduled Instructional Days. Enter the number of days that the program is scheduled to meet for FY 2019. Include dates that are scheduled to be shorter than the regular length of day. For example, a day scheduled to be shortened for students for parent-teacher conferences is still considered an instructional day if all students in the program are expected to attend and participate in the program at the same time with their teacher. These days will be reported on the MARSS A School file as Instructional Days for this program.

If the day is used only for parent-teacher conferences and students are required to attend with their parents, albeit at different times, the day is not considered an instructional day. This is the same definition that is used to report calendar information for older grade levels.

Lines 3, 9, 15 and 21. Average Length of Instructional Day, in Terms of Minutes. Enter the daily length of the program in terms of minutes. Meal time is generally excluded from the length of day. However, if the classroom teacher is present and providing instruction during the meal time, this time can be included as part of the length of day. Appropriate learning goals for the meal should be included in a lesson plan and class size and teacher ratios must be maintained during the meal.

A program that runs for more than four hours in a given day may include up to a 30-minute rest time as part of the instructional day.

If the length of day varies during the school year, for example, one day each quarter students are released after a half day of instruction for teacher in-service, the average length of day needs to be calculated. The Flexible Scheduling Report posted to the MARSS Reporting Instructions website can be used to calculate the average length of day. This figure will be reported on the MARSS A School file as Length of Day for the program/.

Lines 4, 10, 16 and 22. Annual Instructional Hours. These lines are computed based on the number of Instructional Days and the Length of Day. (Number of Instructional Days X Length of Day in Terms of Minutes / 60 minutes per hour.) The combination of Instructional Days and Length of Day must provide at least 350 annual instructional hours to meet the requirements of statute. Do not change the calculation.

Lines 5, 11, 17 and 23. Maximum ADM Per Student. These lines are computed based on the Annual Instructional Hours. Average Daily Membership (ADM) equals the lesser of a student's membership hours divided by 850 hours or 0.60. A student enrolled all year will generate the full annual instructional hours as membership hours. A student enrolled less than the full school year will generate fewer membership hours and less ADM. Do not change the calculation.

Lines 6, 12, 18 and 24. ADM or Pupil Units. These lines are computed based on the number of students served in the calendar and the maximum ADM per student.

Line 25. District Kgn Pupil Units. This line is pre-populated from line 20 of the Design and Site Location tab. Do not change this figure. The district cannot generate more program pupil units than 60 percent of this figure.

Line 26. Total Estimated Program Pupil Units. This is the computed sum of lines 6, 12, 18 and 24.

Line 27. Do Program Pupil Units Exceed 60% of Kgn Pupil Units? This line is computed by comparing 60 percent of line 25 with line 26. If line 26 is equal to or less than line 60 percent of line 25, No will displayed. If the requested program pupil units exceed 60 percent of line 25, the pupil unit request will be capped at 60 percent of line 25.

Line 28. Total Program Students from line 25 of the Design & Site Location tab. This is the data from line 25 of the Design and Site Location tab with no calculations.

Line 29. Total Program Enrollment. This is the sum of lines 1, 7 13 and 19.

Line 30. The total number of students listed on this worksheet must equal the total number of students listed on line 25 of the Design and Site Location worksheet. An Error message will be displayed until any of lines 1, 7, 13 and/or 19 are updated or line 24 on the Design and Site Location worksheet is updated. Do not submit the application until this error has been corrected.